



GENERAL INFORMATION				
Title		Text Type		
Author		Author/Protagonist's Background		
Language Attribute		Conceptual Unit(s)		
QUALITATIVE MEASURES				
Informational Texts	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Purpose	<input type="checkbox"/> Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements	<input type="checkbox"/> Purpose: Implied, but fairly easy to infer; more theoretical than concrete	<input type="checkbox"/> Purpose: Implied, but easy to identify based upon context or source	<input type="checkbox"/> Purpose: Explicitly stated; clear, concrete with a narrow focus
Text Structure	<input type="checkbox"/> Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline <input type="checkbox"/> Text Features: If used, are essential in understanding content <input type="checkbox"/> Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	<input type="checkbox"/> Organization of Main Ideas: Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline <input type="checkbox"/> Text Features: If used, greatly enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	<input type="checkbox"/> Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential <input type="checkbox"/> Text Features: If used, enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	<input type="checkbox"/> Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict <input type="checkbox"/> Text Features: If used, help the reader navigate and understand content but are not essential <input type="checkbox"/> Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
Language Features	<input type="checkbox"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="checkbox"/> Sentence Structure: Mainly complex sentences often containing multiple concepts	<input type="checkbox"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="checkbox"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	<input type="checkbox"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="checkbox"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="checkbox"/> Sentence Structure: Simple and compound sentences, with some more complex constructions	<input type="checkbox"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="checkbox"/> Vocabulary: Contemporary, familiar, conversational language <input type="checkbox"/> Sentence Structure: Mainly simple sentences

QUALITATIVE MEASURES				
Informational Texts	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Knowledge Demands	<input type="checkbox"/> Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts <input type="checkbox"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts <input type="checkbox"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas <input type="checkbox"/> Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas <input type="checkbox"/> Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

READER–TASK CONSIDERATIONS	
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Consider the following questions to determine the task at hand and if the text is appropriately complex for a specific student:

- Who is your reader? What is the student's age, learning needs, language and reading skills, motivation, engagement with the text and task, prior knowledge, and experience?
- Are there any concerns about the content or themes?
- What do you want the reader to do?
- What is the complexity of the tasks?

QUANTITATIVE MEASURES	
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Use computer software to determine the quantitative measure of a text. For example, Lexile.com provides lexile measures, renlearn.com provides ATOS measures, and Microsoft Word provides readability statistics through the spelling and grammar feature, which are reported as Flesch-Kincaid Grade Level.

Grade Bands	Lexile	ATOS
<input type="checkbox"/> 6-8	955L–1155L	4.0–8.0
<input type="checkbox"/> 9-10	1080L–1305L	4.6–10.0
<input type="checkbox"/> 11-CCR	1215L–1355L	4.8–12.0

RECOMMENDED PLACEMENT	
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After evaluating the qualitative and quantitative measures, make a grade band recommendation for the text.

☐ Grade Band 6-8

☐ Grade Band 9-10

☐ Grade Band 11-CCR

Comments About Recommended Placement